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ABSTRACT

The Ministry of Education in the state of Victoria, Australia, prepared six papers outlining new educational policies in the early 1980s. To encourage local implementation of the recommendations contained in the sixth paper, "Curriculum Development and Planning in Victoria," the ministry's Curriculum Branch is writing 10 "curriculum frameworks"--sets of guidelines aimed at focusing curricular thinking away from traditional subject areas and toward the broader needs identified in the ministerial paper. The 10 frameworks address the arts, commerce, English, languages other than English, mathematics, personal development, practical studies and design, science, social education, and the school curriculum and organization generally. The frameworks are intended to challenge current practice, to provide a basis for critical examination and review of the curriculum, and to bring into the discussion process groups not traditionally included. The teams writing the frameworks interact with the Curriculum Branch's various curriculum committees, with curriculum advisers from Victoria's regional educational centers, with teacher educators, and with other concerned groups. A major challenge facing the writers is to develop frameworks that relate in such a way as to create a coherent whole. Other unresolved issues involve finding ways to translate the concepts into practice and to cope with budgetary restraints. Attachments summarize ministerial paper 6, list areas of curricular focus, and diagram the relationships among groups involved in developing the frameworks. (PGD)

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IN SEARCH OF A MORE COHERENT CURRICULUM :

DEVELOPING CURRICULUM FRAMEWORKS

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EA 018 647

Paper presented at the Annual Meeting of the
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IN SEARCH OF A MORE COHERENT CURRICULUM

DEVELOPING CURRICULUM FRAMEWORKS

CURRICULUM FRAMEWORKS

For the Curriculum Frameworks Program my major concerns are:

- how to help school communities organize and manage and lead so that they can make things happen for themselves and not just be "in-serviced" by outside agencies.

- how to move beyond promoting and discussing ideas for school change, and instead to assist schools to grapple with the real issues of change.

- how to be a "smart filter" - locating key elements of government policy, refining powerful ideas for curriculum planning, moving them expeditiously into the range of the local school community, and finding the most productive ways for people to work with those ideas.

Using a more restrained language, the Curriculum Branch of the Ministry of Education outlined in 1985 its goals for Curriculum Frameworks. They will provide support and guidance for schools involved in planning and reviewing their curriculum. In particular, they will provide a context within which Ministerial Paper No.6, Curriculum Planning and Development in Victoria, can be adapted and used by schools. Curriculum Frameworks are intended to:

- help school councils to determine policies;
- enhance school-community participation and consultation;
- help schools to plan curricula systematically;
- develop a P-12 perspective on teaching and learning.

DEVOLUTION OF DECISION MAKING

Since the 1960s, Victorian schools have been given greater responsibility for making decisions about curriculum and school organization. Except in the final year of secondary school where the Higher School Certificate is based on externally prescribed courses and is assessed by a public examination, in most courses, schools have been able to plan courses of study with considerable freedom. The Curriculum Branch has developed guidelines in many subject areas for primary and post-primary schools. However, these have not been prescribed.

Their adoption has been a matter for local decision.

This process of devolution was affirmed in 1975 when School Councils were given responsibility under the School Councils Act to oversee their school's curriculum policy. In 1984, Ministerial Paper No.6, Curriculum Planning and Development in Victoria, stated that "the Government intends that the devolution of curriculum development be extended and set within clear guidelines for planning at the school level (2.1)".

Clearly, the practice of local schools taking increasing responsibility for curriculum development had preceded the new rhetoric of "devolution". Yet, it was in Ministerial Paper No.6 that the new government attempted to present a statement of principles which might guide schools in planning and reviewing their programs. Many of the aspirations of Ministerial Paper No.6 were not new. They had been articulated since the 1970s by teacher unions and by the Commonwealth Schools Commission. Its aspirations reflected issues of policy and practice with which many schools were already struggling to come to terms with: non-competitive assessment, redressing the disadvantages experienced by students of non-English speaking background, a more inclusive curriculum for female students, a commitment to mixed ability groupings and a rejection of "streaming", giving to young people themselves opportunities to shape their own work program, and so on. These issues had been the focus of vigorous debate in many school communities long before Ministerial Paper No.6 appeared in 1984.

Yet the rhetoric of Curriculum Planning and Development in Victoria was new. Its discourse about the curriculum contained powerful ideas such as "access and success". (See Attachment A). Further, its discourse was articulated not in terms of traditional subject areas. This tended to throw many teachers who looked in vain for a blueprint for a new school timetable. There was no way in which the thirty-two areas of learning of Ministerial Paper No.6 (see Attachment B) could be made to conform to a list of teaching subjects. How, then, could the rhetoric of Ministerial Paper No.6 support schools to develop and review their current programs?

In his speech at the launching of Ministerial Paper No.6, Curriculum Development and Planning in Victoria, Robert Fordham, the then Minister of Education, said:

> "The Curriculum Branch of the Education Department has begun a revision of the curriculum guidelines,

> which had previously been made available through the three teaching divisions of the Department. This revision will provide for systematic planning through all the areas of school from Prep Year to Year 12 in broad curriculum areas through a series of curriculum frameworks statements, and will provide advice which will assist schools to develop coherent programs across all areas of learning ... It is expected that a comprehensive set of curriculum frameworks statements will be prepared for release to schools and that the process of developing these frameworks will provide for wide consultation throughout the educational community".

In the first of the Ministerial Papers, Decision Making in Victorian Education, he stated that

> "In many cases schools will wish to sue centrally prepared curriculum materials or perhaps make only minor modifications to meet local needs. In a number of cases, however, schools will see the need to develop curricula in order to meet their own special needs.
>
> In both cases, there is an obligation on the part of the Government to provide curriculum support ...
>
> The role of the centre is to define general principles of curriculum and to provide curriculum materials of the highest quality which schools may adapt to suit local needs".

WHY CURRICULUM FRAMEWORKS?

Devolution of decision making to schools has achieved, I believe, very uneven outcomes. Alongside those schools which have been innovative in their curriculum planning, and are genuinely caring toward young people and are striving to ensure that all young people receive a comprehensive education, one has to recognise others which have moved scarcely at all from a rigid focus on a discipline-based curriculum.

Where this latter perspective is linked to structures which select and sort students from their early years of post-primary school, or even from their final years of primary school, where there are non-inclusive subject offerings according to gender or perceived ability, where there is an overriding concern for preparation and selection for tertiary education, there is a failure to ensure a broad and comprehensive education for all young people. Within the State sector, school communities still meet with opposition - from parents, teachers, or young people themselves - when challenge is directed to the assumptions and practices which prop up a competitive academic curriculum.

Contestation of these assumptions and their influence on school practice is made more difficult by the endorsement of a traditional academic curriculum by many schools in the non-government sector. I should also admit that local decision making in Government schools has sometimes resulted in curriculum change which has been superficial or merely nominal. In other instances, decisions about school curriculum have been divisive of the local community; and have resulted in a withdrawal of parent support in favour of the private system.

"Why Curriculum Frameworks?" can be justified if one believes that a Ministry of Education through its Curriculum Branch has a leading role to play in supporting schools to make wise decisions about their programs. In a system of devolved responsibility, that support cannot proceed through prescription, nor is prescription appropriate if one believes that there is no "one best solution" to planning for a comprehensive and coherent curriculum; and that wise decisions can indeed be made at local level if schools are given opportunities to review and plan their own programs and to incorporate into their own planning and review the experiences of other schools throughout the State.

Already there are difficult questions for the Curriculum Frameworks Program. If they are to provide advice which helps school communities to take up the powerful ideas of Ministerial Paper No.6, and to work with thos ideas in planning and reviewing their programs, this will not be achieved by using the traditional model of a course of study or a policy manual. Attention must be given to "unpacking" the leading ideas of Ministerial Paper No.6, and to assisting schools to relate those ideas to their current programs and policies. School communities are invited through use of Curriculum Frameworks to take charge of these ideas, to establish a sense of ownership among the various groups involved, and to use processes of decision making which support these objectives.

Previously, in the Curriculum Branch, courses of study and policy guidelines were developed centrally, and then distributed to schools. There was a problem of ownership. School communities were seen as implementing ideas that had already been worked through. They acted only when decisions about school programs or a course of study had been made elsewhere. The Frameworks Program requires a commitment to school support and teacher development in ways which the Curriculum Branch has never before attempted.

There is also the expectation that the Frameworks Program will involve the preparation of centrally prepared

materials. How are these to be developed in ways which allow schools to make responsible decisions about whether to adopt these materials, or to adapt them to suit local needs, or to develop their own materials instead? Are centrally prepared curriculum materials compatible with the Government's declared policy that "devolution of curriculum development be extended and set within clear guidelines for planning at the school level"? (M.P.,2.1)

THE AREAS OF LEARNING

Ministerial Paper No.6 lists seven broad categories in which learning should be provided: Language and Mathematics; The World and Its People; Participation in Australian Society; Literature and the Arts; Personal Fulfilment; Technical Competence; Science, Technology and Environment. Thirty-two specific goals for learning are listed under these headings.(See Attachment B)

These headings are not intended to be new subject titles or timetable names for schools to adopt. They are a convenient and manageable way of grouping the thirty-two specific goals of learning listed in Ministerial Paper 6. The areas of learning themselves are intended as a kind of check-list against which schools should review their program, and schools may offer other items in addition to those listed.

Curriculum Frameworks are being developed under ten themes. Nine relate to broad areas of learning: The Arts, Commerce, English, Languages other than English, Mathematics, Personal Development, Practical Studies and Design, Science, and Social Education. The tenth Framework is to deal with School Curriculum and Organization.

These categories were developed prior to the appearance of Ministerial Paper No.6. Some, like Commerce, Mathematics, English, and Science, reflect major subject areas in the primary and post-primary school curriculum. Others like The Arts, Personal Development, and Social Education attempt to bring together within the Frameworks document subject areas which have tended to be treated as discrete units in the school program. The Arts Framework embraces art and craft, dance, drama, graphic communication, media education and music; the Personal Development Framework embraces health education, home economics, outdoor education, physical education, textiles and clothing, and traffic safety education; and Social Education includes history, geography, humanities, politics, social studies and social science. Schools are not being asked, for example, to abandon history, geography and social studies, and to offer a new subject called Social Education. The Social Education Framework, as do the other eight frameworks which relate to broad areas of learning, attempts to offer a perspective and a set of principles for schools to review their current

programs in history, geography, or social education, and to give greater coherence to the school experience of young people.

The selection of these ten categories as the basis for the Curriculum Frameworks Program was a matter of considerable soul-searching at the time when the present structure of the Curriculum Branch was established in 1982. It represented a compromise, a half-way house, between a fragmented, subject-based curriculum and a more comprehensive and cross-disciplinary approach soon to be endorsed by Ministerial Paper No.6.

To have moved too far away from current school practice, in my opinion, would have impaired the ability of the Frameworks Program to influence school practice. To have continued to advise schools across an array of separate subject areas, with each striving to maintain its patch of the school program, would have perpetuated an unfortunate fragmentation. The selection of the ten categories was based on a pragmatic decision. It was not derived from any theoretical or epistemological position about knowledge or learning. It was about the way most likely to influence current school practice.

Each of the Frameworks brings similar principles to the task of planning and reviewing a school program. Like Ministerial Paper No.6, Curriculum Frameworks are intended to challenge current practice, to provide a basis for critical examination and review, and to open up discussion of curriculum issues to groups which have not always been included such as parents and young people themselves.

Some of the key ideas which are shared among the individual Frameworks Statements are:

- curriculum planning should emphasize a continuity of experience for young people from Preparatory Year to Year 12
- each element of the school program should ensure access and success for all students
- teaching strategies need to be more coherently organized across subject areas
- learning should be integrated across particular subjects and relate to the experiences of young people beyond school
- theoretical study should be linked to practical learning.

These ideas are present also in the Framework for School Curriculum and Organization. It will assist schools in

developing processes for planning and reviewing school policy and curriculum programs on a broader level than the other nine Frameworks statements. It is intended especially for use by school councils and curriculum committees. Its advice will address the following issues in particular:

- a P-12 approach to curriculum planning
- a coherent approach to teaching and learning throughout the school program
- ensuring access and success
- assessment and reporting practices
- balance in the curriculum program.

DEVELOPMENTAL STRATEGIES

Each Curriculum Frameworks writing team relates directly to a group of curriculum committees which are part of the Curriculum Branch. There are more than fifty curriculum committees representing school interests, primary and post-primary, in all major areas of the curriculum including inter-disciplinary studies. The curriculum committees, which meet for half a day each week, monitor the development of the curriculum frameworks, even though they are not usually in a position to provide major written input. Their role as a constant source of monitoring and advice is a key feature of the Frameworks project.

Each Curriculum Frameworks writing team relates to a corresponding group of advisors in at least two of the twelve regions through which the Ministry of Education operates. These regional groups consist of networks of schools, consultants, local curriculum committees. These Centre-Regional relations embrace not only the development of the core document, but are concerned also with identifying exemplary school practice and in ensuring that exemplary materials are developed from school practice.

Frameworks writing teams have connections with tertiary education, including teacher education. They are involved also in consultations with non-educational groups in the community. They are also making use of selected schools in the non-Government sector. The organizational arrangements from the Curriculum Frameworks Program are shown in Attachment C.

The consultative processes implicit in the Frameworks project, and the leading roles taken by schools in the development of materials and policies, are seen as vital professional development activities. A significant outcome of the project in 1986 will be that teachers and school communities will be more informed and more confident in their educational planning and practice.

By the end of 1986, Frameworks writing teams will prepare statements in three major sections:

(a) Rationale and policy, setting out the nature, purpose and scope of the area of study.

(b) Specific procedures for planning and reviewing of school programs, including recommended structure(s) for a program, assessment procedures, teaching strategies which support the objectives of the program, selection of content and related matters.

(c) Detailed explanations for these recommendations. These will be based on the rationale and policy statements, principles of learning, understandings of human growth and development, and the nature of the field of learning. Frameworks will include factors to be considered in planning, and processes which might be used.

Frameworks will be supported by other material, to be developed over time, including -

- exemplary activities;
- sample courses and suggestions for adapting and modifying these to meet local circumstances;
- suggestions for getting started;
- resources and facilities; and
- safety regulations.

COHERENCE AND CO-ORDINATION

Ministerial Paper No.6 requires that "schools should provide a coherent program which emphasises connections between areas of learning" (11.1). The gap between rhetoric and practice advice is unbridged in Ministerial Paper No.6. The Curriculum Frameworks Program has to deal with the problem at two levels:

(a) How are ten separate Frameworks statements themselves to present a coherent educational position?

(b) How are the Frameworks materials to assist schools to work towards this same goal in their own policy and practice?

The Co-ordination of Content Task Force has been formed to address the question of coherence in the Frameworks. Its task is to develop strategies which will achieve across the ten core documents:

- a coherent educational position - based on Ministerial Paper 6, the Issues Papers, and recent educational research, and other Branch projects.

- a consistent approach to teaching and learning taking account of advice from School Curriculum and Organization Frameworks, and by Issues Papers, and other projects which the Curriculum Branch will undertake in 1986.

- emphasis on shared educational goals across subject areas rather than making a case for specific subjects, with linkage across curriculum areas, as appropriate, based on the 32 goals of Ministerial Paper 6, the work of the inter-disciplinary committees and Special Programs Section, and links that already exist between curriculum areas.

- complete coverage of Ministerial Paper 6 - including the guaranteed learning areas and learning experiences; access and success; relationships between learning theory, practice and context; and between in-school and out-of-school experiences.

- coherence in presentation - this will be achieved through formatting, editing, etc. This function will be shared with the Information and Publications Task Force.

A far more complex task for Curriculum Frameworks is to provide advice to schools in achieving balance and coherence in their own programs. This advice will need to consider a school's total program offerings and the provision of learning experiences for individual students at a particular stage. It will need to give attention to "horizontal balance" and coherence at any one stage of; and to "vertical coherence" over time. "Horizontal balance" and coherence requires that school communities consider

- the amount of attention and time given to each area of the school program

- how school experiences are selected and organized so that what is learned has relevance and meaning to students

- how to include a variety of ways of learning and to provide opportunities for young people to practise and extend a range of skills

- how to reinforce the development of understanding, skills and attitudes across areas of learning, while unintended overlap, or mismatch of objectives between areas of learning is avoided.

These issues are being addressed comprehensively by the School Curriculum and Organization Framework. The advice being offered and the processes being developed to assist schools are exemplified in the project currently undertaken by Victoria College "Making it all hang together : developing a more balanced and coherent curriculum". This project is reported on elsewhere in the symposium.

UNRESOLVED ISSUES AND DIFFICULTIES

There is a danger that the Frameworks statements will not move far enough away from the discipline-based structure in which they originated. The danger is that they will leave unchallenged "old" forms of knowledge, and the pedagogical practices and institutional structures which supported them.

If Curriculum Frameworks are to assist school communities to adapt and use the policies of Ministerial Paper No.6, they will need to give explicit recognition to the forms of knowledge and school experience so clearly endorsed by the Ministerial Paper. These areas of knowledge and experience include: environmental education; understanding the economic, social and cultural impact of science and technology; study of the nature and organization of work since the Industrial Revolution and the likely impact of current changes in technology on the structure of the work force; as well as establishing a sustaining system of beliefs and values. These and other elements of a comprehensive education, as defined by the policies of Ministerial Paper No.6, are in danger of losing out unless Curriculum Frameworks can effect a transformation of the discipline-oriented context in which they were founded.

Curriculum Frameworks will attempt to achieve this through co-ordinated advice across the ten documents. They may be more effective in influencing school practice through the provision of sample programs which exemplify alternative ways of implementing the policies of Ministerial Paper No.6. These illustrative materials are intended to cut across traditional subject areas. It would be foolish to claim that projects, such as an Integrated Curriculum in the Primary School, and other exemplar materials will solve the problem of curriculum fragmentation, and an over-valuing of academic learning. However, these materials are based, in many instances, on actual school practice, and are therefore able to legitimate and confirm what is already being attempted in many schools, and challenge other schools to investigate ways of providing a more comprehensive and coherent school experience for young people.

Uncertainty still exists about the extent of, and likely continuation of financial resources to support the

Curriculum Frameworks project. At the end of 1985, the Curriculum Branch lost forty positions as a direct consequence of budget restrictions at Government level. There has been no ongoing financial commitment to the project. It is hoped that the project will continue in 1987 within available resources. However, with the prospect of another restructuring of the Ministry of Education, the Curriculum Branch is once again vulnerable to change, to financial restriction, and to a possible re-ordering of its priorities in response to new political considerations. These conditions are not conducive to supporting a project which needs a long term development strategy of at least five years.

One particular threat is that the Curriculum Frameworks project will lack adequate funds for teacher development and school support. This is contrary to the spirit of the Ministerial Papers. Yet, the Ministerial Papers were not sufficiently clear on the kinds of support which school communities need in order to sustain a significantly devolved process of curriculum planning at the local level. If the implications of the Ministerial papers for school support and teacher development had been elaborated, the Government might have been better able to resist pressures to cut-back curriculum support services.

CONCLUSION

Of all the demands placed upon a Government for school improvement - through its school building program, recruitment and training of teachers, management of personnel, provision of resources - curriculum support is the most difficult to come to terms with. Ministerial Paper No.6 contains enlightened notions about participatory curriculum planning, developing a balanced and coherent school program, providing a rich and varied experience for young people, utilizing the educational potential of new technology, and responding to a rapidly changing social order influenced by changing patterns of work and leisure. These are now standard phrases in the rhetoric of current policy making for education in Victoria.

Regrettably many educational policy makers and planners remain fixated by the rhetoric itself, hoping that its images will find a place in the life of schools. A far more demanding and rigorous task is to commit resources to assist all schools, not only the willing and innovative, to review and restructure their programs. Without such a commitment, the school experiences of many young people are unlikely to be transformed. In their own experience of schooling, they will come quickly to understand the mismatch between educational rhetoric and practice.

A SUMMARY OF MINISTERIAL PAPER 6, 'CURRICULUM PLANNING AND DEVELOPMENT IN VICTORIA'
(from Victoria College, Rusden)

TEN KEY THEMES

1. SCHOOLING FOR LIVING

The task of schools is to provide a general education which will equip young people to

- participate effectively in the life of a multicultural, democratic society
- undertake worthwhile work
- play an active role in the processes through which our society is regulated and improved

2. SHARED RESPONSIBILITY

Responsibility for curriculum decisions is shared between

- the Government and its central administrators who provide guidelines and resources for schools
- the School Council which determines the general educational policies of the school
- the total school community whom the Council is to involve in collaborative decision-making processes
- the teaching staff who are to translate the policies into practical programs and activities

3. DEMOCRATIC DECISION-MAKING

Schools should ensure their own processes are democratic by

- involving teaching staff, parents, students and other relevant stakeholders in discussion and planning of the educational program
- providing the necessary information and assistance for the members of their communities to be able to contribute effectively to decision-making

4. ACCESS FOR ALL

Schools should enable all students to gain maximum benefit from their schooling by

- providing learning experiences suited to the needs, backgrounds, experiences and interests of all students
- maximising participation in each area of learning
- avoiding arbitrary or indirect exclusion from the school or from particular learning opportunities

5. SUCCESS FOR ALL

Schools should enable all students to succeed in achieving worthwhile outcomes by

- acknowledging the variety of backgrounds, talents, interests and learning characteristics of students
- adopting a positive view of students' learning potential and recognising that success builds upon success
- providing a caring, supportive environment and a clear sense of direction for students

6. ASSESSMENT WHICH SUPPORTS LEARNING

Schools should employ assessment practices that provide an incentive to all students by

- basing assessment on success in reaching achievable goals
- de-emphasising comparisons between students
- focusing reporting on what students have achieved

7. A POSITIVE VIEW OF LEARNING

Schools should assist students to develop a sense of themselves as learners by enabling them to

- enjoy learning and gain satisfaction and confidence from their developing abilities
- make and act on responsible decisions about their own learning
- develop interests and activities which extend beyond school

8. VARIETY IN LEARNING

Students should be given opportunities of learning in a variety of ways including:

- personal experience with a range of modes of enquiry
- instruction which provides experience with a range of media for understanding and communication
- situations and settings both inside and outside the school
- practice in a range of skills relating to collecting, interpreting and acting upon information

9. RELATING LEARNING TO ACTION

Students should be helped to see learning as relevant and practical through opportunities to

- experience the interaction between theory and practice
- relate what they learn at school to what they do and learn outside school
- develop strategies for solving problems
- cooperate with others in achieving socially desirable outcomes

10. KEY AREAS OF LEARNING

In selecting content from the large range that is available schools should adopt criteria of relevance and significance and should ensure that the following broad areas of learning are encompassed for all:

- language and mathematics
- participation in Australian society
- personal fulfilment
- science, technology and the environment
- the world and its people
- literature and the arts
- technical competence

SOME IMPLICATIONS

1.
- allow for active student participation
- provide a general education in an appropriate form for each student

2.
- inform the school community of guidelines issued
- involve all parties in developing school policies
- provide ways for people to develop understanding and skills for effective participation

3.
- provide, where necessary interpreting facilities
- extend involvement as widely as feasible
- establish mechanisms for student participation and learning activities to develop appropriate skills

4.
- minimise arbitrary prerequisites for entry to particular studies
- ensure that real choices are available
- ensure that all learning areas cater for the full range of students needs
- examine the assumptions underlying present organisational and teaching arrangements

5.
- foster development of expectations of "success for all"
- set clear and achievable goals and learning tasks for each student
- establish structures which encourage strong interpersonal relationships and understanding between teachers and students

6.
- develop an evaluation policy
- develop clear and appropriate goals
- establish appropriate assessment, reporting and conferencing procedures
- recognise achievement in a wide range of activities

7.
- develop positive attitudes to learning
- provide experiences with clear post/ex school application

8.
- encourage use of different modes of learning
- encourage use of variety of settings for learning
- establish worthwhile school based/student devised projects

9.
- make the curriculum overtly relevant to life
- develop cooperative activities with local organisations
- make use of the network of contacts available through parents

10.
- ensure that all students have access to all areas of learning

The selection made will vary from school to school and to some extent from student to student, but all young people should experience the following comprehensive range of studies and activities.

11.3 Each school council should ensure that its program enables students progressively to:

language and mathematics

- listen and talk appropriately in a variety of situations and to read and write effectively in standard English as it is used in Australia;

- acquire proficiency in another language used in the Australian community;

- understand and apply the basic concepts of number, quantity and space and to understand logical and quantitative relationships and patterns; and

- employ mathematical concepts and processes in a variety of situations including those in the world outside school;

the world and its people

- develop an awareness of the international community and an informed commitment to strengthening Australia's role in it;

- understand the interdependence of different countries, peoples and economies; the inequalities between developing and developed countries and the factors underlying these inequalities;

- understand the threat to the future well-being of the world of such factors as the misuse of resources and stockpiling of armaments; and

- understand the relationship between physical environment, culture and society;

participation in Australian society

- understand the nature of human societies, the forces within them and processes of social, economic and political change;

- participate in the democratic processes through which our society regulates its activities and changes its institutions and laws;

- understand the history of Australia and appreciate the place of Aboriginal culture in that history;

- understand the influence of gender, race, ethnicity, class and culture on contemporary Australian society;

- find common ground with those whose lives and experiences differ from their own;

- respect the rights of others to hold different points of view and to maintain their own belief and value systems; and

- develop a critical understanding of the role of the media in society;

literature and the arts

- develop an appreciation of the visual and performing arts and literature in various forms and cultures and be directly involved in a range of practical arts activities;

- be familiar with the work of writers, composers and artists in our own and other cultures and eras;

- use the arts for self expression, learning and enjoyment; and

- develop an artistic awareness of their world and an understanding of the social role of the arts;

personal fulfilment

- establish a sustaining system of personal beliefs and values;

- engage in activities that foster physical development and understand the workings of the human body and the social forces that shape personal health and well-being; and

- develop confidence in their individual identity and in their membership of the various groups to which they belong;

technical competence

- work with tools and materials on practical tasks leading to an understanding both of the principles behind their use and of their potential applications;

- understand mechanical principles and their application;

- use, maintain and repair familiar tools, machines and appliances;

• participate in developing and making functional and non-functional objects and understand the processes of design and construction of their application in society; and

• develop competence with computers and information technology and understand their social effects, and appropriate those aspects of this technology which contribute to learning;

science, technology and the environment

• solve practical problems by applying scientific knowledge, methods and skills;

• understand natural phenomena and the concepts and principles which scientists have used to describe them;

• understand the relationship between science and its economic, political and cultural contexts;

• be aware of the applications of science and technology, of their social and environmental impact, and of the responsibilities which are associated with having the power to alter environments; and

• experience and understand the variety of environments in which we live, the need to maintain them responsibly and to evaluate the uses to which they are put.

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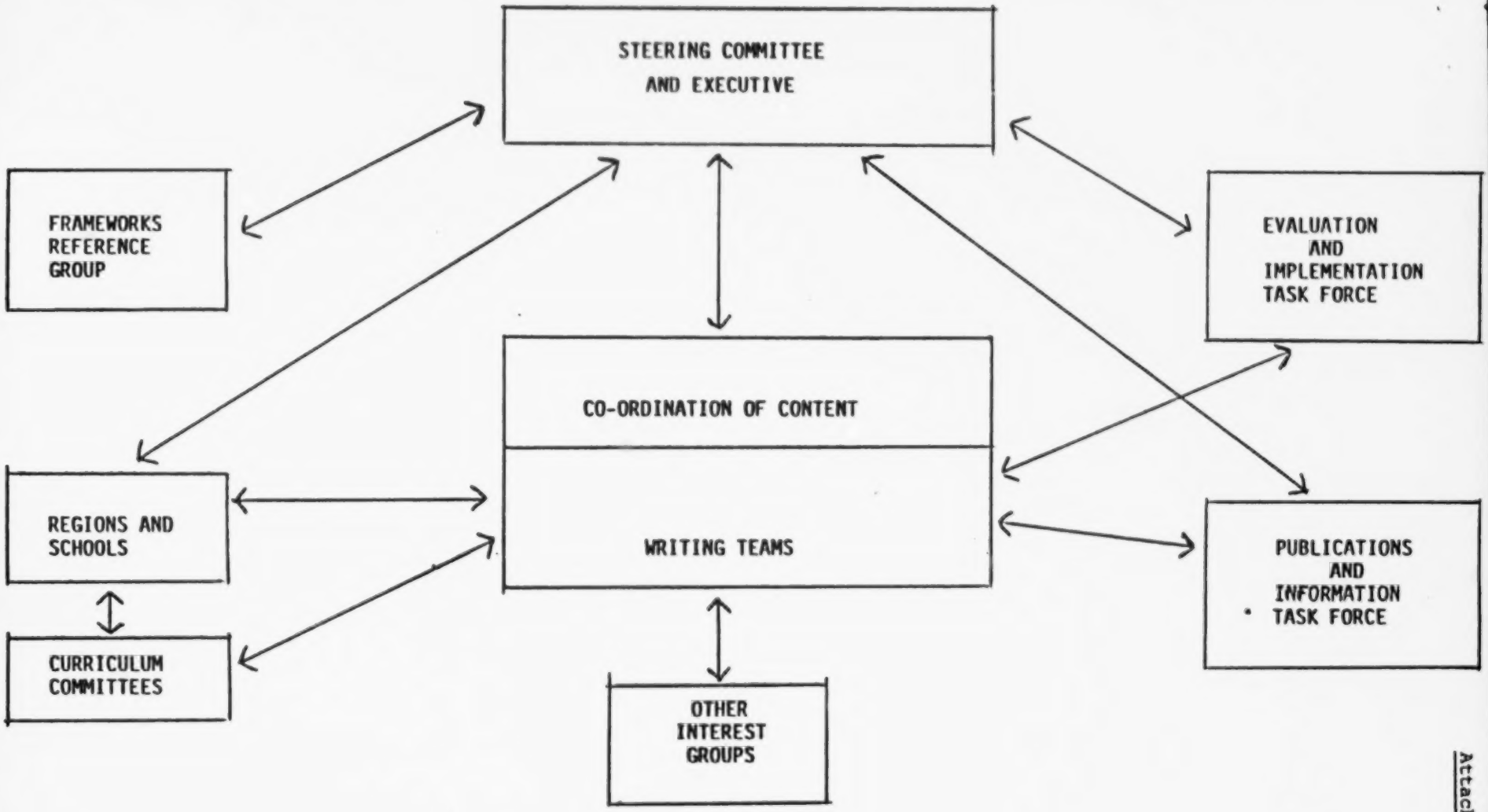

Attachment C 28.